The School District of the City of Erie
Health and Physical Education
Department

MISSION STATEMENT

The mission of the School District of the City of Erie’s Health and Physical Education Program is to provide quality physical education programs to encourage all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.
The Goal is Quality Physical Education Programs

The National Association for Sports and Physical Education (NASPE) believe that high quality physical education should be available to all students. “Will our children be ready to meet the demands of the 21st century?” What do children need to know and be able to do in order to pursue a lifetime of health-enhancing and satisfying physical activity?”

The vision is that every student will become physically educated be achieving the following standards. A physically educated person:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Providing an "opportunity to learn" and qualified teachers implementing appropriate instructional practices can assure a positive educational experience and achievement of the standards.

*Moving Into the Future, National Standards for Physical Education, (2nd ed. 2003), NASPE*
Kindergarten Curriculum

Kindergarten Unit One: “Fitness For Life”: Physical Activity and MyPlate (Food)

Unit Summary: Students will begin to learn about physical activity and nutrition using the Physical Activity Pyramid for Kids and MyPlate. Students will engage in various activities to experience the differences in various parts of the Physical Activity Pyramid for Kids.

Essential Questions:

Why should you be physically active?
What happens to our bodies when we are physically active?
How can movement skills and concepts help you become a better mover?
What do you need to know to make good exercise choices?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity Pyramid for Kids</td>
<td>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</td>
<td>10.4.3A Identify and engage in physical activities that promote physical fitness and health.</td>
</tr>
<tr>
<td>MyPyramid (food pyramid) Grains, Vegetables, Fruits, Milk, meat and Beans, Oil</td>
<td>Describe the effects and changes that occur to the body during moderate to vigorous physical activity.</td>
<td>10.4.3B Knows the positive and negative effects of regular participation in moderate to vigorous physical activities.</td>
</tr>
<tr>
<td>The intensity level of physical activity causes the body to respond in various ways.</td>
<td>Show how good nutrition, heredity, environment and healthy decisions can impact the way our body systems function.</td>
<td>10.4.3C Know and recognize changes in body responses during moderate to vigorous physical activity. Heart rate Breathing rate</td>
</tr>
<tr>
<td>Physical activities are enjoyed for various reasons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular participation in physical activity affects the body in positive and negative ways.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks: Kindergarten Unit One

Student understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(3) Rarely: Student rarely understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.

(2) Sometimes: Student sometimes understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.

(1) Consistently: Student consistently understands one or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility in a variety of muscle groups.
Student sustains moderate to vigorous physical activity (MVPA) for 10-15 minutes of time.

(3) Rarely: Student rarely sustains MVPA for 10-15 minutes of time.
(2) Sometimes: Student sometimes sustains MVPA for 10-15 minutes of time.
(1) Consistently: Student consistently sustains MVPA for 10-15 minutes of time.

Student knows the physiological signs of moderate physical activity (e.g., increased breathing, heart rate).

(3) Rarely: Student rarely knows the physiological signs of moderate physical activity.
(2) Sometimes: Student sometimes knows the physiological signs of moderate physical activity.
(1) Consistently: Student consistently knows the physiological signs of moderate physical activity.
Kindergarten Unit Two: “Traveling Through Space”: Spatial awareness, agility, directionality and pathways

Unit Summary: Students will use movement skills and concepts of directions to improve their ability to move. Students will use movement with music and/or rhythm to improve their ability to move.

Essential Questions:
- How can movement skills and concepts help you become a better mover?
- How can understanding concepts of pathways, levels and directions help you become a better mover?
- How can music and rhythm help you become a better mover?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and uses the concepts of pathway levels and directions with locomotor skills.</td>
<td>Use selected movement skills, concepts and game strategies when participating in physical activities. Straight Curved Zigzag Forward Back Low Medium High Sideways Diagonal</td>
<td>10.5.3A Recognize and use basic movement skills and concepts.</td>
</tr>
<tr>
<td>Understands one or more of the essential elements of each manipulative skill (e.g. role of the fingerpads in dribbling a ball, correct body position when catching a ball)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates the emerging manipulative skills, catch, throw, kick, strike, dribble.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks: Kindergarten Unit Two

Student applies locomotor movements in a variety of dances.

(3) Rarely: Student rarely applies the locomotor skills in a variety of dances.
(2) Sometimes: Student sometimes applies the locomotor skills in a variety of dances.
(1) Consistently: Student consistently applies the locomotor skills in a variety of dances.

Student understands and uses the concepts of pathways (e.g., straight, curve, zig-zag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) with locomotor skills.

(3) Rarely: Student rarely understands and uses the concepts of pathways, levels, and directions with locomotor skills.
(2) Sometimes: Student sometimes understands and uses the concepts of pathways, levels, and directions with locomotor skills.
(1) Consistently: Student consistently understands and uses the concepts of pathways, levels, and directions with locomotor skills.
Kindergarten Unit Three: “Move It”: Object Manipulation, Manipulative Skills

Unit Summary: Manipulating objects of different shapes, sizes, weights, and texture offers students opportunities to acquire a variety of movement skills such as balancing, rolling small and large object, moving wands through space, and tossing and catching while stationary and moving. Manipulating objects allows students to acquire and improve basic skills that may later be applied to individual and group sport activities.

Essential Questions:

- How can movement skills and concepts help you become a better mover?
- How can science help you improve your movement skills?
- How can regular participation improve skills with manipulative?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular participation in physical activities improves motor skills.</td>
<td>Understands one or more of the essential elements of each manipulative skill (e.g., role of the fingertips in dribbling a ball, correct body position when catching a ball)</td>
<td>10.5.3A Recognize and use basic movement skills and concepts, including manipulative movements, e.g. throw, catch, kick and combination movements (e.g. locomotor, non-locomotor, manipulative)</td>
</tr>
<tr>
<td>Various physical activities promote physical fitness and health.</td>
<td>Demonstrates the emerging manipulative skills, catch, throw, kick, strike, dribble.</td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks: Kindergarten Unit 3

Student demonstrates the emerging manipulative skills (catch, throw, kick, strike, dribble).

(3) Rarely: Student rarely demonstrates the emerging manipulative skills (catch, throw, kick, strike, and dribble).

(2) Sometimes: Student sometimes demonstrates the emerging manipulative skills (catch, throw, kick, strike, and dribble).

(1) Consistently: Student consistently demonstrates the emerging manipulative skills (catch, throw, kick, strike, and dribble).

Student understands one or more of the essential elements of each manipulative skill (e.g., role of finger tips in dribbling a ball, correct body position when catching a ball).

(3) Rarely: Student rarely understands one or more of the essential elements of each manipulative skill.

(2) Sometimes: Student sometimes understands one or more of the essential elements of each manipulative skill.

(1) Consistently: Student consistently understands one or more of the essential elements of each manipulative skill.
**Kindergarten Unit Four: “Let’s Get Moving”: Locomotor movements, skills, concepts and rhythmic.**

**Unit Summary:** Students will learn a variety of locomotor movements, skills, concepts and rhythmic while learning about the positive impact of physical activity on development of skills and physical fitness.

**Essential Questions:**
- Why should you be physically active?
- What happens to our bodies when we are physically active?
- How can movement skills and concepts help you become a better mover?
- What do you need to know to make good exercise choices?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a variety of locomotor skills.</td>
<td>Hop, Skip, Jump, Slide, Gallop, Rhythmic</td>
<td>10.5.3A Recognize and use basic movement skills and concepts.</td>
</tr>
<tr>
<td>Applies locomotor movements in a variety of rhythmic.</td>
<td></td>
<td>10.4.3E Identify reasons why regular participation in physical activities improves motor skills.</td>
</tr>
<tr>
<td>There are differences between basic movement skills and movement concepts yet they work together.</td>
<td>Recognize and use components of the F.I.T.T. principle to improve physical fitness. (Practices to improve motor skills.)</td>
<td></td>
</tr>
<tr>
<td>Exercise principles improve physical activities</td>
<td>Understands learning motor skills improves with more practice similar to their academic learning.</td>
<td></td>
</tr>
<tr>
<td>Understands regular participation in physical activity provides a good time to become stronger.</td>
<td>Use selected movement skills, concepts and game strategies when participating in physical activities</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Tasks: Kindergarten Unit Four**

**Student demonstrates a variety of locomotor (e.g., hop, jump, slide, gallop) skills.**

(3) **Rarely:** Student rarely demonstrates a variety of locomotor skills.

(2) **Sometimes:** Student sometimes demonstrates a variety of locomotor skills

(1) **Consistently:** Student consistently demonstrates a variety of locomotor skills.
Kindergarten Unit Five: “Let’s Get Along”: Social Skills and Group Activity

Unit Summary: Students will learn to play games with simple rules and learn to take turns, cooperate, be the leader, be the follower, share, and participate on task to make physical activity more fun and enjoyable.

Essential Questions:
What can I do to take care of myself wherever I am and when I play?
How can I be safe in my home, school, and community and during physical activity?
How would you know that you have managed your emotions well?
How do rules of play make games safer and more fun for everyone?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands that games have rules.</td>
<td>Taking turns Cooperative play Leader/follower Sharing On task participation</td>
<td>10.4.3D Identify likes and dislikes related to participation in physical activities. 10.4.3F Recognize positive and negative interactions of small group activities. Roles (e.g.leader,follower) Cooperation/sharing on task participation</td>
</tr>
<tr>
<td>Ability to make physical activity with others more fun and enjoyable.</td>
<td></td>
<td>10.3.3C Recognize conflict situations and identify strategies to avoid or resolve. Walk away I-statements refusal skills adult intervention</td>
</tr>
</tbody>
</table>

Performance Tasks: Kindergarten Unit Five

Student understands that games have rules.

(3) Rarely: Student rarely understands that games have rules.
(2) Sometimes: Student sometimes understands that games have rules.
(1) Consistently: Student consistently understands that games have rules.

Student ability to make physical activity with others more fun and enjoyable.

(3) Rarely: Student seldom makes physical activity with others more fun and enjoyable.
(2) Sometimes: Student sometimes makes physical activity with others more fun and enjoyable.
(1) Consistently: Student consistently makes physical activity with others more fun and enjoyable.
First Grade Curriculum

First Grade Unit Four: “Fitness For Life”: Physical Activity and MyPlate (Food Guide)

Unit Summary:

Fit For Life utilizes the Physical Activity Pyramid for Kids that includes physical activity and nutrition information so it is easy to understand energy balance at a glance. This bright, colorful, and informative pyramid serves as a reminder to children of the need for an appropriate mix of various types of physical activity as well as good nutrition to achieve good health.

Essential Questions:

What does it mean to be physically fit?
Why should you be physically active?
What type of physical activity helps with being physically fit?
What do you need to know to make good exercise choices?
How can you count your heart rate?

Key Concept Competencies PA Standards

When you are physically fit your heart, lungs and muscles have the strength and endurance you need to be physically active.

Any kind of movement activity is good for you.

How often, hard, long and type of exercise improves your health.

Physical activities Health Physical Fitness

10.4.3 A. Identify and engage in physical activities that promote physical fitness and health.

B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

C. Know and recognize changes in body responses during moderate to vigorous physical activity.

* heart rate
* breathing rate

10.5.3 D. Identify and use principles of exercise to improve movement and fitness activities.

* frequency/how often to exercise
* intensity/how hard to exercise
* time/how long to exercise
* type/what kind of exercise

Performance Tasks: Grade One Unit One

Student understands two or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(3) Rarely: Student rarely understands two or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(2) Sometimes: Student sometime understands two or more health related fitness assessment
Student sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.

(3) Rarely: Student rarely sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.
(2) Sometimes: Student sometimes sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.
(1) Consistently: Student consistently sustains moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.

Student knows the physiological signs of vigorous physical activity (e.g., sweating or breathing hard).

(3) Rarely: Student rarely knows the physiological signs of vigorous physical activity.
(2) Sometimes: Student sometimes knows the physiological signs of vigorous physical activity.
(1) Consistently: Student consistently knows the physiological signs of vigorous physical activity.

Student understands two or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, and limiting sugar-added beverages).

(3) Rarely: Student rarely understands two or more obesity prevention health behaviors.
(2) Sometimes: Student sometime understands two or more obesity prevention health behaviors.
(1) Consistently: Student consistently understands two or more obesity prevention health behaviors.
Grade One Unit Two- “Traveling through Space”: Spatial Awareness, agility, directionality and pathways.

Unit Summary:
Some of the motor development concepts are locomotor and non-locomotor skills, directionality, pathways, body and spatial awareness, levels and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement.
The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce a greater intensity of movement, as well as increased participation, interest, and enjoyment.

Essential Questions:
What basic movement skills should you learn to use to become a skillful mover?
How will I know what a critical elements to use?
How can you get better at the skills you need to be a skillful mover.
How can knowing about form help you be a skillful mover?
How can knowing about critical elements help you be a skillful mover?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor and manipulative movement skills are often divided into three movement phrases: the ready position phase, the execution (do it) phase, and the follow through phase. Each of these three phases has critical elements of performance that are important to developing a good movement form. When using basic movement skills use the critical elements to improve your form.</td>
<td>Manipulative movement Space awareness Effort Relationships</td>
<td>10.5.3 A. Recognize and use basic movement skills and concepts. B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. *Form *Critical elements</td>
</tr>
</tbody>
</table>

Performance Tasks: Grade One Unit Two

Student imitates movement in response to rhythms and music.

(3) Rarely: Student rarely imitates movement in response to rhythms and music.
(2) Sometimes: Student sometimes imitates movement in response to rhythms and music.
(1) Consistently: Student consistently imitates movement in response to rhythms and music.

Student understands and uses the concepts of pathways (e.g., straight, curve, zigzag), levels (e.g., low, medium, high), and directions (e.g., forward, backward, sideways, diagonal, up, down) with equipment.

(2) Rarely: Student rarely understands the concepts of pathways, levels, and directions with equipment.
(2) Sometimes: Student sometimes understands the concepts of pathways, levels, and directions with equipment.
(1) Consistently: Student consistently understands the concepts of pathways, levels, and directions with equipment.
First Grade Unit Three: “Move it”: Object Manipulation, Manipulative Skills

Unit Summary:

This unit builds upon manipulative skills previously introduced, and presents more advanced activities for children to learn and practice. Activities include developmental appropriate cues for rolling balls, and throwing them underhand and overhand. Students will practice throwing for accuracy and distance, at both stationary and moving targets. Throws combined with catching skills, - from bounce and in the air, with hands and scoops. By receiving instruction and guided practice in these fundamentals, children learn the basic for many individual and team sports.

Many movement skill fundamentals are bouncing, catching, and dribbling balls of different sizes, striking objects with a hand, then progressing to short-and long handled implements and volleying skills where children practice with balloons and beach balls. This unit focuses on the development of foot-striking skills such as dribbling, passing, and kicking a ball.

Essential Questions:

What basic movement skills should you learn to use to become a skillful mover?
How can you get better at the skills you need to be a skillful mover?
How can knowing about form help you be a skillful mover?
How can knowing about critical elements help you be a skillful mover?
What is the essence of practice?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicing fundamental movements through repetition with correct technique</td>
<td>Manipulative</td>
<td>10.5.3 A. Recognize and use basic</td>
</tr>
<tr>
<td>(physical practice) and repetition of the cues (mental practice).</td>
<td>movement</td>
<td>movement skills and concepts.</td>
</tr>
<tr>
<td>There are differences between basic movement skills and movement concepts</td>
<td>Practice</td>
<td>B. Recognize and describe the concepts</td>
</tr>
<tr>
<td>yet they work together. Scientific principles affect movement and skills.</td>
<td>Effort</td>
<td>of motor skill development using</td>
</tr>
<tr>
<td>Locomotor and manipulative movement skills are often divided into three</td>
<td>Space Awareness</td>
<td>appropriate vocabulary.</td>
</tr>
<tr>
<td>movement phrases: the ready position phase, the execution (do it) phase,</td>
<td></td>
<td>C. Know the function of practice.</td>
</tr>
<tr>
<td>and the follow through phase.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks: First Grade Unit Three

Student demonstrates throwing (e.g., underhand, overhand, two-handed), catching (self-toss and from a partner), kicking (stationary and gently rolled ball), striking (with hand and short-handle paddles), and dribbling (with foot and hand) to self and/or partner.

(3) Rarely: Student rarely demonstrates throwing, catching, kicking, striking, and dribbling to self and/or partner.
(2) Sometimes: Student sometimes demonstrates throwing, catching, kicking, striking, and dribbling to self and/or partner.
(1) **Consistently**: Student consistently demonstrates throwing, catching, kicking, striking, and dribbling to self and/or partner.

Student understands two or more essential elements of all five manipulative skills (e.g., knows how to align body and hands to catch a variety of objects, performs an overhand throw with hand/foot opposition and correct body alignment).

(3) **Rarely**: Student rarely understands 2 or more essential elements of all 5 manipulative skills.
(2) **Sometimes**: Student sometimes understands 2 or more essential elements of all 5 manipulative skills.
(1) **Consistently**: Student consistently understands 2 or more essential elements of all 5 manipulative skills.
Grade One Unit Four: “Let’s Get Moving”: Locomotor movements, skill, concepts and rhythmic

Unit Summary:

Some of the motor development concepts are locomotor and non-locomotor skills, directionality, pathways, body and spatial awareness, levels and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement.

The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce a greater intensity of movement, as well as increased participation, interest, and enjoyment.

Essential Questions:

What basic movement skills should you learn to use to become a skillful mover?
What basic movement concepts should you learn to use become a skillful mover?
How will I know what a critical elements to use?

<table>
<thead>
<tr>
<th>Key concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important for you to learn to use a variety of locomotor, non-locomotor and manipulative skills. All of the skills included in three groups are important for you to become a skillful mover. Learning to become a skillful mover requires you to learn the form and the critical elements of nonlocomotor, locomotor and manipulative movement skills.</td>
<td>Locomotor movement Nonlocomotor movement Spacial Awareness Effort Relationships</td>
<td>10.5.3 A Recognize and use basic movement skills and concepts. Locomotor movements (e.g. run, leap, hop, jump, slide, gallop)</td>
</tr>
</tbody>
</table>

Performance Tasks:

Student performs locomotor skills in different pathways, levels, and directions as directed.

(3) Rarely: Student rarely performs locomotor skills in different pathways, levels, and directions as directed.
(2) Sometimes: Student sometimes performs locomotor skills in different pathways, levels, and directions as directed.
(1) Consistently: Student consistently performs locomotor skills in different pathways, levels, and directions as directed.
**Grade One Unit Five: “Let’s Get Along”: Social Skills and Group Activity**

**Unit Summary:**
Games are an important part of the physical education curriculum. Through games, children learn and/or reinforce movement skills, strategies, and cooperation. Games may be designed or adapted to promote health-related fitness and/or motor-skill developmental.

**Essential Questions:**
- What can I do to take care of myself wherever I am and when I play?
- How can I be safe in my home, school, and community and during physical activity?
- How would you know that you have managed your emotions well?
- How do rules of play make games safer and more fun for everyone?

**Key Concepts**
- All games have rules of play.
- Some rules tell you how to play the games. Some rules tell you how to play safely. Some rules tell you how to play fairly. Some rules tell you how to play politely. You need to understand the rules and the reasons for the rules of play. Understanding the rules of play can help you play better and safer. Many rules of play offer impunities to practice your social skills.

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faking/dodging</td>
<td>10.4.3 F. Recognize positive</td>
<td></td>
</tr>
<tr>
<td>Passing/receiving</td>
<td>and negative interactions of</td>
<td></td>
</tr>
<tr>
<td>Moving to be open</td>
<td>small group activities.</td>
<td></td>
</tr>
<tr>
<td>Defending space</td>
<td>*roles (leader, follower)</td>
<td></td>
</tr>
<tr>
<td>Rules of play</td>
<td>*cooperation/sharing on task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>participation</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Tasks: Grade one Unit five**

**Student follows the rules of simple games.**

(3) Rarely: Student rarely follows the rules of simple games and activities.
(2) Sometimes: Student sometimes follows the rules of simple games and activities.
(1) Consistently: Student consistently follows the rules of simple games and activities.

**Student demonstrates the benefits that accompany cooperation and sharing.**

(3) Rarely: Student rarely recognizes the benefits that accompany cooperation and sharing.
(2) Sometimes: Student sometimes recognizes the benefits that accompany cooperation and sharing.
(1) Consistently: Student consistently recognizes the benefits that accompany cooperation and sharing.
Grade 2 Curriculum

Grade Two Unit One – “Fitness For Life”: Physical Activity and MyPlate (Food Guide)

Unit Summary:

*Fit For Life* utilizes the *Physical Activity Pyramid for Kids* that includes physical activity and nutrition information so it is easy to understand energy balance at a glance. This bright, colorful, and informative pyramid serves as a reminder to children of the need for an appropriate mix of various types of physical activity as well as good nutrition to achieve good health.

**Essential Questions:**

What does it mean to be physically fit?  
What type of good exercise that helps with being physically fit?  
What does it mean to be healthy?  
How can you become or stay healthy?  
What is a heart rate?  
How can you count your heart rate?  
What is a breathing rate?  
How may time show you exercise to stay/become healthy?  
How hard show you exercise to stay/become healthy?  
How long should you exercise?  
What type of exercise?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
</table>
| When you are physical fit your heart, lungs and muscles have the strength and endurance you need to be physically active. | Physical activities  
Health  
Physical Fitness | 10.4.3 A. Recognize and use basic movement skills and concepts.  
B. Recognize and describe the concepts of motor skill development using appropriate vocabulary.  
C. Know the function of practice.  
10.5.3 D. Identify and use principles of exercise to improve movement and fitness activities.  
*frequency/how often to exercise  
*intensity/how hard to exercise  
*time/how long to exercise  
*type/what kind of exercise |
Performance Tasks

Student understands three or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(3) Rarely: Student rarely understands three or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(2) Sometimes: Student sometimes understands three or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(1) Consistently: Student consistently understands three or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time during the school day.

(3) Rarely: Student rarely participates in numerous bouts of moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for 15-20 minutes of accumulated time.

Student distinguishes moderate physical activity from vigorous physical activity.

(3) Rarely: Student rarely distinguishes moderate physical activity from vigorous physical activity.

(2) Sometimes: Student sometimes distinguishes moderate physical activity from vigorous physical activity.

(1) Consistently: Student consistently distinguishes moderate physical activity from vigorous physical activity.

Student uses technology (i.e., pedometers, heart rate monitors) to measure physical activity.

(3) Rarely: Student rarely uses technology (i.e., pedometers, heart rate monitors) to measure physical activity.

(2) Sometimes: Student sometimes uses technology (i.e., pedometers, heart rate monitors) to measure physical activity.

(1) Consistently: Student consistently uses technology (i.e., pedometers, heart rate monitors) to measure physical activity.

Student understands three or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, and eating 5-9 fruits/vegetables each day).

(3) Seldom: Student seldom understands three or more obesity prevention health behaviors.

(2) Sometimes: Student sometime understands three or more obesity prevention health behaviors.

(1) Consistently: Student consistently understands three or more obesity prevention health behaviors.
Grade Two Unit Two - “Traveling through Space”: Spatial Awareness, agility, directionality and pathways.

Unit Summary:
Some of the motor development concepts are locomotor and non-locomotor skills, directionality, pathways, body and spatial awareness, levels and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement. The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce a greater intensity of movement, as well as increased participation, interest, and enjoyment. Utilization of partner and group formations during dances encourages movement and promotes and improves basic concepts, spatial awareness, and motor control.

Essential Questions:
What basic movement skills should you learn to use to become a skillful mover?
What basic movement concepts should you learn to use become a skillful mover?
How can you get better at the skills you need to be a skillful mover?
How can knowing about form help you be a skillful mover?
How can knowing about critical elements help you be a skillful mover?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor and manipulative skills are often divided into movements’ phrases: the ready position phase, the execution (do it) phase, and the follow through phase. Each of these three phases has critical elements of performance that are important to developing a good movement form. When using basic movement skills use the critical elements to improve form. There are differences between basic movement skills and movement concepts yet they work together.</td>
<td>Manipulative movement</td>
<td>10.5.3 A Recognize and use basic movement skills and concepts</td>
</tr>
<tr>
<td></td>
<td>Space awareness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks: Grade Two Unit Two
Student combines locomotor skills (i.e., sliding and then jumping high) in different pathways, levels, and directions as directed.

(3) Rarely: Student rarely combines locomotor skills in different pathways, levels, and directions as directed.
(2) Sometimes: Student sometimes combines locomotor skills in different pathways, levels, and directions as directed.
(1) Consistency: Student consistently combines locomotor skills in different pathways, levels, and directions as directed.
Student performs rhythmical sequences as found in simple folk dances.

(3) Rarely: Student rarely performs rhythmical sequences as found in simple folk dances.
(2) Sometimes: Student sometimes performs rhythmical sequences as found in simple folk dances.
(1) Consistently: Student consistently performs rhythmical sequences as found in simple folk dances.
Grade Two Unit Three: “Move it”: Object Manipulation, Manipulative Skills

Unit Summary:

Manipulating objects of different shapes, sizes, weights, and texture offers students opportunities to acquire a variety of movement skills such as balancing, rolling small and large object, moving wands through space, and tossing and catching while stationary and moving. Manipulating objects allows students to acquire and improve basic skills that may later be applied to individual and group sport activities. Activities include developmental appropriate cues for rolling balls, and throwing them underhand and overhand. Students will practice throwing for accuracy and distance, at both stationary and moving targets. Throws combined with catching skills, - from bounce and in the air, with hands and scoops. By receiving instruction and guided practice in these fundamentals, children learn the basic for many individual and team sports. This unit builds upon manipulative skills previously introduced, and presents more advanced activities for children to learn and practice. Many movement skill fundamentals are bouncing, catching, and dribbling balls of different sizes, striking objects with a hand, then progressing to short-and long handled implements and volleying skills where children practice with balloons and beach balls. This unit focuses on the development of foot-striking skills such as dribbling, passing, and kicking a ball. Students learn to receive passes while stationary and moving, and trap and control balls in different ways. These physical exploration and experimentation skills will bring enjoyment to the skillful mover.

Essential Questions:

What basic movement skills should you learn to use to become a skillful mover?
What basic movement concepts should you learn to use become a skillful mover?
How can you get better at the skills you need to be a skillful mover?
How can knowing about form help you be a skillful mover?
How can knowing about critical elements help you be a skillful mover?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicing fundamental movements through repetition with correct technique (physical practice) and repetition of the cues (mental practice).</td>
<td>Manipulative movement Practice Effort Space Awareness</td>
<td>10.5.3 A Recognize and use basic movement skills and concepts. B. Recognize and describe the concepts of motor skill development using appropriate vocabulary. C. Know the function of practice.</td>
</tr>
<tr>
<td>Scientific principles affect movement and skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locomotor and manipulative movement skills The essence of practice is repetition. are often divided into three movement phrases: the ready position phase, the execution (do it) phase, and the follow through phase. Each of these three phases has critical elements of performance that are important to developing a good movement form. When using basic movement skills use the critical elements to improve your form</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Tasks Grade Two Unit Three

Student demonstrates the ability to use an overhand throwing pattern for distance.

(3) Rarely: Student rarely demonstrates the ability to use an overhand throw for distance.
(2) Sometimes: Student sometimes demonstrates the ability to use an overhand throw for distance.
(1) Consistently: Student consistently demonstrates the ability to use an overhand throw for distance.

Student performs a variety of manipulative skills (e.g., throwing, kicking, striking) while maintaining good balance and follow-through.

(3) Rarely: Student rarely performs a variety of manipulative skills (e.g., throwing, kicking, striking) while maintaining good balance and follow-through.
(2) Sometimes: Student sometimes performs a variety of manipulative skills (e.g., throwing, kicking, striking) while maintaining good balance and follow-through.
(1) Consistently: Student consistently performs a variety of manipulative skills (e.g., throwing, kicking, striking) while maintaining good balance and follow-through.

Student demonstrates three or more of the key elements for all of the manipulative skills (e.g., in the overhand throw uses correct body position, steps with opposition, elbow leads the throw, rotates hips).

(3) Rarely: Student rarely demonstrates 3 or more of the key elements for all of the manipulative skills.
(2) Sometimes: Student sometimes demonstrates 3 or more of the key elements for all of the manipulative skills.
(1) Consistently: Student consistently demonstrates 3 or more of the key elements for all of the manipulative skills.
Grade Two: Unit Four “Let’s Get Moving”: Locomotor movements, skill, concepts and rhythmic

Unit Summary:
Some of the motor development concepts are locomotor and non-locomotor skills, directionality, pathways, body and spatial awareness, levels and tempos. To enhance their social and personal development, children learn to share, cooperate, take turns, and experience personal success through movement.
The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce a greater intensity of movement, as well as increased participation, interest, and enjoyment. Utilization of partner and group formations during dances encourages movement and promotes and improves basic concepts, spatial awareness, and motor control.

Essential Questions:
What happens to our bodies when we are physically active?
What basic movement concepts should you learn to use become a skillful mover?
How can movement skills and concepts help you become a better mover?
How can science help you improve your movement skills?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important for you to learn to use a variety of locomotor, non-locomotor and manipulative skills. All of the skills included in there three groups are important for you to become a skillful mover. Learning to become a skillful mover requires you to learn the form and the critical elements of non locomotor, locomotor and manipulative movement skills. Specific vocabulary words describe concepts of motor skill development Scientific principles affect movement and skills</td>
<td>Locomotor movements Non locomotor movement Spatial Awareness Effort Relationships</td>
<td>10.5.3 A Recognize and use basic movement skills and concepts. * locomotor movements (run, leap, hop etc) * space awareness (self-space, levels, pathways, direction) * effort (speed, force)</td>
</tr>
</tbody>
</table>

Performance Tasks: Grade Two Unit Four

Student combines locomotor skills (i.e., sliding and then jumping high) in different pathways, levels, and directions as directed.

(3) Rarely: Student rarely combines locomotor skills in different pathways, levels, and directions as directed.
(2) Sometimes: Student sometimes combines locomotor skills in different pathways, levels, and directions as directed.
(1) Consistently: Student consistently combines locomotor skills in different pathways, levels, and directions as directed.

Student performs rhythmical sequences as found in simple folk dances.
(3) Rarely: Student rarely performs rhythmical sequences as found in simple folk dances.
(2) Sometimes: Student sometimes performs rhythmical sequences as found in simple folk dances.
(1) Consistently: Student consistently performs rhythmical sequences as found in simple folk dances.
Grade Two Unit Five: “Let's Get Along”: Social Skills and Group Activity

Unit Summary:

Games are an important part of the physical education curriculum. Through games, children learn and/or reinforce movement skills, strategies, and cooperation. Games may be designed or adapted to promote health-related fitness and/or motor-skill developmental.

Essential Questions:

What are positive and negative interactions?
How will understanding rules of play help you when playing a game?
How can playing games promote good health?

Key Concept Competencies PA Standard

| All games have rules of play. | Faking/dodging | 10.4.3 F Recognize positive and negative interactions of small group activities. |
| Some rules tell you how to play the games. Some rules tell you how to play safely. | Passing/receiving | *Social Skills |
| Some rules tell you how to play fairly. Some rules tell you how to play politely. You need to understand the rules and the reasons for the rules of play. Understanding the rules of play can help you play better and safer. Many rules of play offer impunities to practice your social skills. | Moving to be open | *On Task |
| defending space | Game strategies | *roles (leader, follower) |
| Rules of play | *cooperation/sharing on task participation |

Performance Tasks Grade Two Unit Five

Student explains why games have rules.

(3) Rarely: Student rarely explains why games have rules.
(2) Sometimes: Student sometimes explains why games have rules.
(1) Consistently: Student consistently explains why games have rules.

Student demonstrates respect for self, others, and game rules by participating positively in physical activity settings.

(3) Rarely: Student rarely demonstrates respect for self, others, and game rules by participating positively in physical activity settings.
(2) Sometimes: Student sometimes demonstrates respect for self, others, and game rules by participating positively in physical activity settings.
(1) Consistently: Student consistently demonstrates respect for self, others, and game rules by participating positively in physical activity settings.
Grade Three Curriculum

Grade 3 Unit One  Fitness For Life: Physical Activity and My Plate (Food Guide)

Unit Summary:  Students will learn concepts associated with the Physical Activity for Kids and MyPlate (food guide) to learn to make personal choices that can positively impact their health and fitness.

Essential Questions:  Why should you be physically active? What happens to our bodies when we are physically active? How do personal choices (nutrition) impact your health?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity Pyramid for Kids – Moderate physical activity Vigorous Aerobics Vigorous Sports and recreation Muscle fitness exercise Flexibility exercise</td>
<td>Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment Describe the effects and changes that occur to the body during moderate to vigorous physical activity. Recognize and use components of the F.I.T.T. principle to improve physical fitness. Beginning to understand concepts of fitness assessment. Muscular strength Endurance Flexibility Properly uses Heart rate monitor to measure heart rate before during and after physical activity. Understands four or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, and eating 5-9 fruits/vegetables each day).</td>
<td>10.5.3A Recognize and use basic movement skills and concepts. 10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet. 10.4.3A Identify and engage in physical activities that promote physical fitness and health. 10.4.3 B Know the positive and negative effects of regular participation in moderate to vigorous physical activities. 10.4.3.C Know and recognize changes in body responses during moderate to vigorous physical activity. 10.4.3.D Identify likes and dislikes related to participation in physical activities. 10.4.3.E Identify reasons why regular participation in physical activities improves motor skills.</td>
</tr>
</tbody>
</table>

MyPlate The food guide pyramid helps us eat a healthy diet which includes nutrients from a variety of food sources.

Regular participation in physical activity affects the body in positive and negative ways.

The intensity level of physical activity causes the body to respond in various ways.

Uses technology to measure changes in heart rate before, during, and after physical activity.

Obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, and eating 5-9 fruits/vegetables each day).
Performance Tasks
Student understands four or more health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(3) Rarely: Student rarely understands four or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.
(2) Sometimes: Student sometimes understands four or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.
(1) Consistently: Student consistently understands four or more health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.

(3) Rarely: Student rarely participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.
(2) Sometimes: Student sometimes in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.
(1) Consistently: Student consistently in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.

Student demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining levels of physical activity.

(3) Rarely: Student rarely demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining levels of physical activity.
(2) Sometimes: Student sometimes demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining levels of physical activity.
(1) Consistently: Student consistently demonstrates an understanding of a simplified version of the Perceived Exertion Scale for determining levels of physical activity.

Student understands four or more obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, and eating 5-9 fruits/vegetables each day).

(3) Rarely: Student rarely understands four or more obesity prevention health behaviors.
(2) Sometimes: Student sometime understands four or more obesity prevention health behaviors.
(1) Consistently: Student consistently understands four or more obesity prevention health behaviors.
Grade 3 Curriculum

Grade 3: Unit Two “Move It in Games”: Lead up Games, Manipulative Skills Application

Unit Summary: Students will learn scientific principles to improve their manipulative skills. Students will engage in practice of manipulative skills as well as lead up games to enjoy while learning game strategies and rules.

Essential Questions: How can movement skills and concepts help you become a better mover? How can science help you improve your movement skills?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using manipulative skills in lead up games</td>
<td>Catch</td>
<td>10.5.3E Know and describe scientific principles that affect movement and skills using appropriate vocabulary</td>
</tr>
<tr>
<td>Using scientific principles in strategies to modify manipulative skills in situations with moving players</td>
<td>Throw</td>
<td>Gravity</td>
</tr>
<tr>
<td>Using game strategies and appropriate vocabulary</td>
<td>Kick</td>
<td>Force production/absorption</td>
</tr>
<tr>
<td>There are differences between basic movement skills and movement concepts yet they work together.</td>
<td>Strike</td>
<td>Balance</td>
</tr>
<tr>
<td>Scientific principles affect movement and skills.</td>
<td>Dribble</td>
<td>Rotation</td>
</tr>
<tr>
<td>Game strategies help you know what to do and when to do it.</td>
<td>Varies concepts of force, balance, rotation and direction to modify manipulative skills for situations with moving players.</td>
<td>10.5.3F Recognize and describe game strategies using appropriate vocabulary</td>
</tr>
<tr>
<td>Demonstrates manipulative skills with a partner.</td>
<td>Use selected movement skills, concepts and game strategies when participating in physical activities. Game strategies help you know what to do and when to do it.</td>
<td>Faking/dodging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passing/receiving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moving to be open</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Defending space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following rules of play</td>
</tr>
</tbody>
</table>

Performance Tasks

Student demonstrates how to throw to a moving partner at varying distances.

(3) Rarely: Student rarely demonstrates how to throw to moving partner at varying distances.
(2) Sometimes: Student sometimes demonstrates how to throw to moving partner at varying distances.
(1) Consistently: Student consistently demonstrates how to throw to moving partner at varying distances.

Student applies the five manipulative skills in small-sided lead up games.

(3) Rarely: Student rarely applies the five manipulative skills in small-sided lead up games.
(2) Sometimes: Student sometimes applies the five manipulative skills in small-sided lead up games.
(1) Consistently: Student consistently applies the five manipulative skills in small-sided lead up games.
Student demonstrates all of the essential elements of the five manipulative skills (catch, throw, kick, strike, dribble) with partners.

(3) Rarely: Student rarely demonstrates all of the essential elements of the five manipulative skills (catch, throw, kick, strike, and dribble) with partners.

(2) Sometimes: Student sometimes demonstrates all of the essential elements of the five manipulative skills (catch, throw, kick, strike, and dribble) with partners.

(1) Consistently: Student consistently demonstrates all of the essential elements of the five manipulative skills (catch, throw, kick, strike, dribble) with partners.
Grade 3 Unit Three: Let’s Get Moving: Locomotor movements, skills, concepts and rhythmic

Unit Summary: Students will learn basic movement skills and demonstrate proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions.

Essential Questions:
How can movement skills and concepts help you become a better mover?
What do you need to know to make good exercise choices?
How can science help you improve your movement skills?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor movements</td>
<td>Locomotor (e.g. run, leap, hop)</td>
<td>10.5.3A Recognize and use basic movement skills and concepts.</td>
</tr>
<tr>
<td>Non-locomotor movements</td>
<td>Non-locomotor (e.g. bend stretch, twist)</td>
<td></td>
</tr>
<tr>
<td>Manipulative movements</td>
<td>Manipulative movements (e.g. throw, catch, kick)</td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>Relationships (e.g. over, under, beside)</td>
<td></td>
</tr>
<tr>
<td>Combination movements</td>
<td>Combination movements (e.g. locomotor, non-locomotor, manipulative)</td>
<td></td>
</tr>
<tr>
<td>Space awareness</td>
<td>Space awareness (e.g. self-space, levels, pathways, directions)</td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>Effort (e.g. speed, force)</td>
<td></td>
</tr>
<tr>
<td>Rhythms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance steps, turns, movements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks
Student demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed.

(3) Rarely: Student rarely demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed.
(2) Sometimes: Student sometimes demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed.
(1) Consistently: Student consistently demonstrates proper form and smooth transitions during combinations of locomotor skills in different pathways, levels, and directions as directed.

Student performs with a partner in a line, circle, and folk dances.

(3) Rarely: Student rarely performs with a partner in a line, circle, and folk dances.
(2) Sometimes: Student sometimes performs with a partner in a line, circle, and folk dances.
(1) Consistently: Student consistently performs with a partner in a line, circle, and folk dances.
Grade Three Unit Four: “Let’s Get Along”: Social Skills and Group Activity

Unit Summary: Students will practice positive interactions with others during physical activities and lead up games. Students will identify good choices in working in groups.

Essential Questions:
What can I do to take care of myself wherever I am and when I play?
How can I be safe in my home, school, community and during exercise?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
</table>
| Using praise to encourage others
Interacting positively with others. | Uses words of praise to encourage others. | 10.4.3F Recognize positive and negative interactions of small group activities: roles (e.g. leader, follower) Cooperation/sharing On task participation |
| Good choices and actions (safe practices) need to be applied in physical activity settings. | Demonstrates positive interactions with others. | 10.3.3A Recognize safe/unsafe practices in the home, school and community. |
| There are good choices and actions (safe practice strategies) to avoid or resolve conflict situations. | Recognize good choices and actions (safe practices) in the home, school, community and physical activity settings. | 10.3.3C Recognize conflict situations and identify strategies to avoid or resolve. |
| Positive and negative interactions occur within small group physical activities. | Identify and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment. | 10.3.3D Identify and use safe practice in physical activity settings (e.g., proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down). |

Performance Tasks

Student demonstrates how words of praise can be used to encourage others.

(3) Rarely: Student rarely demonstrates how words of praise can be used to encourage others.
(2) Sometimes: Student sometimes demonstrates how words of praise can be used to encourage others.
(1) Consistently: Student consistently demonstrates how words of praise can be used to encourage others.

Student demonstrates positive interactions with others.

(3) Rarely: Student rarely demonstrates positive interactions with others.
(2) Sometimes: Student sometimes demonstrates positive interactions with others.
(1) Consistently: Student consistently demonstrates positive interactions with others.
Grade Four

Unit One: Fit For Life: Physical Activity and MyPlate

Unit Summary: The students will be introduced to the *Physical Activity Pyramid for Kids* and *MyPlate* and concepts related to obesity prevention and achieving optimal health and fitness.

Essential Questions: How does participating in physical activity affect you? How can exercise be used to improve health and fitness? How can you become an advanced mover? What (nutrition) choices should you make to act and grow responsibly? What can you observe and infer about the way your personal (nutrition) choices affect the functioning of the body?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The body’s response to physical activity can be measured and assessed.</td>
<td>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</td>
<td>10.5.6 D</td>
</tr>
<tr>
<td>Intensity levels of various physical activities</td>
<td>Clarify the relationships among stress, peer pressure, nutritional factors and personal choices (nutrition) such as avoiding risky use of drugs, with well-functioning body systems and disease prevention</td>
<td>10.1.6C</td>
</tr>
<tr>
<td>Physical Activity Pyramid</td>
<td></td>
<td>10.4.6B</td>
</tr>
<tr>
<td>Moderate to vigorous physical activity</td>
<td>Select healthy attitudes and habits that promote individual growth and responsible decision making.</td>
<td>10.4.6C</td>
</tr>
<tr>
<td>Muscle fitness exercise</td>
<td>Identify factors that positively and negatively impact both our health and environment.</td>
<td></td>
</tr>
<tr>
<td>Flexibility exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular participation in physical activities affects the body systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritional factors My Plate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obesity prevention health behaviors</td>
<td>Understands all five obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, eating 5-9 fruits/vegetables each day, and getting adequate amounts of sleep each night).</td>
<td></td>
</tr>
</tbody>
</table>
Performance Tasks

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during and outside of school and understands the accumulative effect of physical activity.

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >20 minutes of time during the school day and understands the accumulative effect of physical activity.

Students utilizes a simplified version of the Perceived Exertion Scale (PES) while participating in a variety of selected MVPAs.

(3) Rarely: Student rarely (or cannot) utilizes a simplified version of the Perceived Exertion Scale while participating in a variety of selected MVPAs.

(2) Sometimes: Student sometimes utilizes a simplified version of the Perceived Exertion Scale while participating in a variety of selected MVPAs.

(1) Consistently: Student consistently utilizes a simplified version of the Perceived Exertion Scale while participating in a variety of selected MVPAs.

Student demonstrates the concept of target heart rate and how to monitor it with and without technology (e.g., calculates heart rate collected in 10-second and 15-second intervals).

(3) Rarely: Student rarely (or cannot) demonstrates the concept of target heart rate and how to monitor it with and without technology (e.g., calculates heart rate collected in 10-second and 15-second intervals).

(2) Sometimes: Student sometimes demonstrates the concept of target heart rate and how to monitor it with and without technology (e.g., calculates heart rate collected in 10-second and 15-second intervals).

(1) Consistently: Student consistently demonstrates the concept of target heart rate and how to monitor it with and without technology (e.g., calculates heart rate collected in 10-second and 15-second intervals).

Student understands all five obesity prevention health behaviors (e.g., being physically active for 60 minutes or more each day, watching less than 60 minutes of TV/computer use each day, limiting drinking of sugar-added beverages, eating 5-9 fruits/vegetables each day, and getting adequate amounts of sleep each night).

(3) Rarely: Student rarely (or cannot) understands all five obesity prevention health behaviors.

(2) Sometimes: Student sometime understands all five obesity prevention health behaviors.

(1) Consistently: Student consistently understands all five obesity prevention health behaviors.
Unit Two: “Am I Fit?” FITNESSGRAM, Assessment of Fitness

Unit Summary: Using the FITNESSGRAM, students will assess their current abilities in cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Students will identify areas that they could improve and physical activities that can lead to improvement on the selected physical assessment test. Students will learn the concept pre-test and post-test and identify strategies to improve their individual post-test results.

Essential Questions:
How does participating in physical activity affect you?
How can exercise be used to improve health and fitness?
How can you become an advanced mover?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensity levels of various physical activities impact physical fitness and health.</td>
<td>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</td>
<td>10.5.6 D</td>
</tr>
<tr>
<td>Regular participation in physical activities affects the body systems</td>
<td>Apply exercise principles (F.I.T.T.) to health-related fitness components</td>
<td>10.4.6A</td>
</tr>
<tr>
<td></td>
<td>Taking the pulse</td>
<td>10.4.6B</td>
</tr>
<tr>
<td></td>
<td>Target Heart Rate</td>
<td>10.4.6C</td>
</tr>
<tr>
<td></td>
<td>Understands and performs the FITNESSGRAM health-related fitness assessments to measure cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains the concept of pre-test and post-test and can identify physical activities and exercises that can improve performance on FITNESSGRAM</td>
<td></td>
</tr>
</tbody>
</table>
Performance Tasks

Understands all five health related fitness assessments and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(3) Rarely: Student rarely (or cannot) understands all five health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(2) Sometimes: Student sometimes understands all five health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.

(1) Consistently: Student consistently understands all five health related fitness assessment and the associated exercises that develop muscular strength, endurance, and flexibility (e.g., arms, shoulders, abdomen, and legs) in a variety of muscle groups.
Grade 4

Unit Three: Move It In Games: Lead up games, Manipulative Skills

Unit Summary: Students will apply basic movement skills, movement combinations and concepts to lead up games to improve manipulative skills. Students will understand the key concepts of movement skills, regular participation and scientific principles to improve performance in various lead up games and manipulative skills.

Essential Questions:
How can the individual impact the group during physical activities and how can the group impact the individual during physical activities?
How can strategies affect the outcome of a game or physical activity?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic movement skills and concepts (combine to) form movement sequences and advanced skills.</td>
<td>Apply movement skills, concepts and game strategies when participating in physical activities.</td>
<td>10.5.6A 10.5.6B</td>
</tr>
<tr>
<td>In addition to regular participation in physical activities, many other factors impact motor skill improvement</td>
<td>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</td>
<td></td>
</tr>
<tr>
<td>Motor skill development concepts can be applied to a variety of basic motor skills.</td>
<td>Apply movement skills, concepts and game strategies when participating in physical activities</td>
<td></td>
</tr>
<tr>
<td>Scientific principles help us move more efficiently.</td>
<td>Apply scientific principles and appropriate practice strategies to improve movement skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intensity levels of various physical activities impact physical fitness and health.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular participation in physical activities affects the body systems</td>
<td></td>
</tr>
</tbody>
</table>

Performance Task

Student demonstrates changes in speed with different pathways, levels, and directions in game-like settings (e.g., catching a football pass on the run, spacing between offensive and defensive players).
(3) Rarely: Student rarely (or cannot) demonstrates changes in speed with different pathways, levels, and directions in game-like settings.
(2) Sometimes: Student sometimes demonstrates changes in speed with different pathways, levels, and directions in game-like settings.
(1) **Consistently**: Student consistently demonstrates changes in speed with different pathways, levels, and directions in game-like settings.

**Student performs a series of basic square dance steps.**

(3) **Rarely**: Student rarely (or cannot) performs a series of basic square dance steps.
(2) **Sometimes**: Student sometimes performs a series of basic square dance steps.
(1) **Consistently**: Student consistently performs a series of basic square dance steps.

**Student demonstrates how to throw to a stationary partner, while moving, at varying distances.**

(3) **Rarely**: Student rarely (or cannot) demonstrates how to throw to a stationary partner, while moving, at varying distances.
(2) **Sometimes**: Student sometimes demonstrates how to throw to a stationary partner, while moving, at varying distances.
(1) **Consistently**: Student consistently demonstrates how to throw to a stationary partner, while moving, at varying distances.

**Students demonstrates how to combine manipulative skills (i.e., catching a basketball, dribbling, and passing it to an open partner) with partners and in drills.**

(3) **Rarely**: Student rarely (or cannot) demonstrates how to combine (i.e., catching a basketball, dribbling, and passing it to an open player) manipulative skills in small-sided lead-up games.
(2) **Sometimes**: Student sometimes demonstrates how to combine (i.e., catching a basketball, dribbling, and passing it to an open player) manipulative skills in small-sided lead-up games.
(1) **Consistently**: Student consistently demonstrates how to combine (i.e., catching a basketball, dribbling, and passing it to an open player) manipulative skills in small-sided lead-up games.

**Students demonstrates the five manipulative skills showing all critical elements with partners, drills, and lead-up games.**

(3) **Rarely**: Student rarely (or cannot) demonstrates the five manipulative skills showing all critical elements with partners, drills, and lead-up games.
(2) **Sometimes**: Student sometimes demonstrates the five manipulative skills showing all critical elements with partners, drills, and lead-up games.
(1) **Consistently**: Student consistently demonstrates the five manipulative skills showing all critical elements with partners, drills, and lead-up games.
Grade 4 Unit Four Let's Work Together: Social Skills and Group Activity

Unit Summary: Students will engage in group games and activities and identify ways in which individuals impact the group and the group impacts the individual. Students will identify positive and negative influences of the group. Students will describe what influences a person’s choice of physical activities.

Essential Questions:
How can the individual impact the group during physical activities and how can the group impact the individual during physical activities?
Why do people choose group activities over individual activities or individual activities over group activities?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals interact through many different roles in group physical activities.</td>
<td>Describe the various roles within a group and how they can be positive or negative.</td>
<td>10.5.6 F</td>
</tr>
<tr>
<td>Game strategies are used to be successful in games and physical activities</td>
<td>Describe what influences a person’s choice of physical activities</td>
<td></td>
</tr>
<tr>
<td>Various factors impact physical activity preferences during childhood.</td>
<td>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment.</td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student uses praise and other types of encouragement appropriately.
(3) Rarely: Student rarely (or cannot) uses praise and other types of encouragement appropriately.
(2) Sometimes: Student sometimes uses praise and other types of encouragement appropriately.
(1) Consistently: Student consistently uses praise and other types of encouragement appropriately.

Student accepts responsibility for one's own performance without blaming others.
(3) Rarely: Student rarely (or cannot) accepts responsibility for one's own performance without blaming others.
(2) Sometimes: Student sometimes accepts responsibility for one's own performance without blaming others.
(1) Consistently: Student consistently accepts responsibility for one's own performance without blaming others.
Grade 5

Unit 1: ‘Fitness For Life: Physical Activity and MyPlate

Unit Summary: The students will be introduced to the Physical Activity Pyramid for Kids and MyPlate and concepts related to obesity prevention and achieving optimal health and fitness.

Essential Questions: How does participating in physical activity affect you? How can exercise be used to improve health and fitness? What are examples of both moderate and vigorous activities? What types of physical activities contribute to fitness and health? What are some techniques I could use at home on my own?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MVPA</td>
<td>Participate in &gt;30 minutes/day outside of school</td>
<td>10.4.6 A, B, C, D</td>
</tr>
<tr>
<td>Self-paced aerobic activity</td>
<td>Understand heart rate monitors</td>
<td>10.5.6</td>
</tr>
<tr>
<td>PES levels, target heart rate zones</td>
<td>Demonstrate stretching routines</td>
<td></td>
</tr>
<tr>
<td>warm-up/cool-down techniques</td>
<td>Analyze concept of fitness as obesity prevention</td>
<td></td>
</tr>
<tr>
<td>Understanding obesity Prevention health behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the accumulative effect of physical activity.

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the accumulative effect of physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the accumulative effect of physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the accumulative effect of physical activity.

Student demonstrates the ability to perform a self-paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(3) Rarely: Student rarely (or cannot) demonstrates the ability to perform a self-paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitors recovery rate.

(2) Sometimes: Student sometimes demonstrates the ability to perform a self-paced aerobic activity by keeping in the appropriate PES levels, target heart rate zone, and monitors recovery rate.

(1) Consistently: Student consistently demonstrates the ability to perform a self-paced aerobic activity by keeping in the appropriate PES levels, target heart rate zone, and monitors recovery rate.
Grade 5

Unit Two: “Am I Fit?” FITNESSGRAM, Assessment of Fitness

Unit Summary: Using the FITNESSGRAM, students will assess their current abilities in cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Students will identify areas that they could improve and physical activities that can lead to improvement on the selected physical assessment test. Students will learn the concept pre-test and post-test and identify strategies to improve their individual post-test results.

Essential Questions:
How does participating in physical activity affect you?
How can exercise be used to improve health and fitness?
How can you become an advanced mover?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensity levels of various physical activities impact physical fitness and health. Regular participation in physical activities affects the body systems</td>
<td>Identify, assess and engage in various physical activities that support health, physical fitness, motor skill improvement, group interactions and enjoyment. Apply exercise principles (F.I.T.T.) to health-related fitness components Taking the pulse Target Heart Rate Understands and performs the FITNESSGRAM health-related fitness assessments to measure cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition Explains the concept of pre-test and post-test and can identify physical activities and exercises that can improve performance on FITNESSGRAM</td>
<td>10.5.6 D</td>
</tr>
</tbody>
</table>

Performance Tasks

Student understands all five health related fitness assessments and shows improvement on one or more self-selected items.

(3) Rarely: Student rarely (or cannot) demonstrates the ability to assess the components of health-related fitness and shows improvement on one or more self-selected items.

(2) Sometimes: Student sometimes demonstrates the ability to assess the components of health-related fitness and shows improvement on one or more self-selected items.

(1) Consistently: Student consistently demonstrates the ability to assess the components of health-related fitness and shows improvement on one or more self-selected items.
Grade 5

Unit Three: Move It’ in Games

Unit Summary: Unit 3 focuses of movement during lead-up games and dance. Students will be able to demonstrate knowledge of lead up games and how they help improve future performance. Students will also learn basic manipulative concepts and skills.

Essential Questions:
What are some elements of regular participation that can improve your motor skills?
What are lead-up games and how do they help me prepare for team games?
What movement skills and manipulative skills will I learn to use in lead-up games?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of drills</td>
<td>lead up game situations</td>
<td>10.5.6. A</td>
</tr>
<tr>
<td>Lead up games</td>
<td>e.g. jumping high for a rebound</td>
<td>10.5.6 B</td>
</tr>
<tr>
<td>Dance movements</td>
<td>locomotor patterns</td>
<td>10.5.6 C</td>
</tr>
<tr>
<td>Movement in lead-up</td>
<td>throwing to a moving target</td>
<td>10.5.6 E</td>
</tr>
<tr>
<td>game skills</td>
<td>moving various distances</td>
<td>10.5.6. F</td>
</tr>
<tr>
<td>Manipulative skills in</td>
<td>e.g. rebound and pass to open player</td>
<td></td>
</tr>
<tr>
<td>lead-up games</td>
<td>concept of BEEF in basketball</td>
<td></td>
</tr>
<tr>
<td>Combinations of</td>
<td>concepts of force, follow-through, recovery</td>
<td></td>
</tr>
<tr>
<td>manipulative skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports skills rubrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student demonstrates the appropriate use of levels in drill and lead-up situations (e.g., jumping high for a rebound, lowering center of gravity when guarding an opponent).
(3) Rarely: Student rarely (or cannot) demonstrates the appropriate use of levels in drills and lead-up game situations.
(2) Sometimes: Student sometimes demonstrates the appropriate use of levels in drills and lead-up game situations.
(1) Consistently: Student consistently demonstrates the appropriate use of levels in drills and lead-up game situations.

Students designs and performs a dance or other movement routine (e.g., jump rope) combining locomotor patterns.
(3) Rarely: Student rarely (or cannot) designs and performs a dance or other movement routine by combining locomotor patterns.
(2) Sometimes: Student sometimes designs and performs a dance or other movement routine by combining locomotor patterns.
(1) Consistently: Student consistently designs and performs a dance or other movement routine by combining locomotor patterns.

Student throws to a moving partner while moving/catches a ball while moving at varying distances.
(3) Rarely: Student rarely (or cannot) is able to throw to a moving partner while moving/catch a ball while moving at varying distances.
(2) Sometimes: Student sometimes is able to throw to a moving partner while moving/catch a ball while moving at varying distances.
(1) Consistently: Student consistently is able to throw to a moving partner while moving/catch a ball while moving at varying distances.

Student applies combinations of manipulative skills (e.g., rebounding a basketball and passing it to an open player) in lead-up games.
(3) Rarely: Student rarely (or cannot) applies combinations of manipulative skills in lead-up games.
(2) Sometimes: Student sometimes applies combinations of manipulative skills in lead-up games.
(1) Consistently: Student consistently applies combinations of manipulative skills in lead-up games.

Student uses and applies sport skill rubrics [e.g., B-E-E-F for shooting a basketball free throw:
Balance (feet shoulder-width apart) Eye on intended spot or target, Elbows in and up, Follow
through; identifies the following striking phases: preparation, application of force, follow through,
and recovery] to increase skill development.

(3) Rarely: Student rarely (or cannot) uses and applies sport skill rubrics to increase skill development.
(2) Sometimes: Student sometimes uses and applies sport skill rubrics to increase skill development.
(1) Consistently: Student consistently uses and applies sport skill rubrics to increase skill development.
Grade 5

Unit 4 - Let's Work Together

Unit 4 Summary: This unit focuses on sportsmanship and understanding both competitive and cooperative play. Students will be able to understand the social and emotional aspects of teamwork and how to keep a positive attitude.

Essential Questions:
What is the meaning of feedback?
How can I appropriately accept and give feedback?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from others for better performance skills</td>
<td>Gives and accepts feedback on striking, dribbling, catching, throwing and other sports skills</td>
<td>10.4.6 F</td>
</tr>
<tr>
<td>Feedback on sportsmanship</td>
<td>Gives and accepts feedback on sportsmanship issues such as respect, emotional control, anger-management</td>
<td></td>
</tr>
</tbody>
</table>

Student gives and accepts feedback from others to help improve performing striking, dribbling, throwing, and other sport skills.
(3) Rarely: Student rarely (or cannot) gives and accepts feedback from others to help improve performing striking, dribbling, throwing, catching, and other sport skills.
(2) Sometimes: Student seldom gives and accepts feedback from others to help improve performing striking, dribbling, throwing, catching, and other sport skills.
(1) Consistently: Student seldom gives and accepts feedback from others to help improve performing striking, dribbling, throwing, catching, and other sport skills.

Student gives and accepts feedback on sportsmanship issues appropriately.
(3) Rarely: Student rarely (or cannot) gives and accepts feedback on sportsmanship issues appropriately.
(2) Sometimes: Student sometimes gives and accepts feedback on sportsmanship issues appropriately.
(1) Consistently: Student consistently gives and accepts feedback on sportsmanship issues appropriately.
GRADE 6

Unit One: Fitness For Life: Lifestyle Physical Activity

Unit Summary: This unit focuses on basic principles and strategies of fitness with a focus on obesity prevention. Students will demonstrate knowledge of the exercise principle FITT, and how to calculate their own target heart rate during exercise. Students will be able to identify basic principles of training.

Essential Questions:

What are the basic principles of training?
How do I find out my target heart rate?
What other physical activities could I participate in to prevent obesity?
How can I use the exercise principles FITT?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate to Vigorous physical activity</td>
<td>Participate in &gt;30 minutes of physical activity</td>
<td>10.4.6.A</td>
</tr>
<tr>
<td>Perceived Exertion Scale</td>
<td>Understand the concept of Self-paced aerobic activity</td>
<td>10.4.6.B</td>
</tr>
<tr>
<td>Target Heart Rate</td>
<td>Apply basic principles of training</td>
<td>10.4.6.C</td>
</tr>
<tr>
<td>FITT principle</td>
<td>Understand obesity prevention behaviors</td>
<td>10.4.6.D</td>
</tr>
<tr>
<td>Obesity Prevention Behaviors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the Centers for Disease Control's (CDC) recommendations for physical activity.
(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the Centers for Disease Control's (CDC) recommendations for physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the Centers for Disease Control's (CDC) recommendations for physical activity.
(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and understands the Centers for Disease Control's (CDC) recommendations for physical activity.

Student demonstrates the ability to participate in numerous bouts of self-paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.
(3) Rarely: Student rarely (or cannot) demonstrates the ability to participate in numerous bouts of self-
paced aerobic activity by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(2) Sometimes: Student sometimes demonstrates the ability to participate in numerous bouts of self-paced aerobic activity by keeping in the appropriate PES levels, target heart rate zone, and monitors recovery rate.

(1) Consistently: Student consistently demonstrates the ability to participate in numerous bouts of self-paced aerobic activity by keeping in the appropriate PES levels, target heart rate zone, and monitors recovery rate.

Student uses and applies basic principles of training (e.g., FITT, overload, progression) and their relationship to implementing safe and appropriate personal fitness programs.

(3) Rarely: Student rarely (or cannot) uses and applies basic principles of training and their relationship to implementing safe and appropriate personal fitness programs.

(2) Sometimes: Student sometimes uses and applies basic principles of training and their relationship to implementing safe and appropriate personal fitness programs.

(1) Consistently: Student consistently uses and applies basic principles of training and their relationship to implementing safe and appropriate personal fitness programs.

Student understands all five obesity prevention health behaviors and self-selects two or more behaviors to monitor over time.

(3) Rarely: Student rarely (or cannot) understands all 5 obesity prevention health behaviors and self-selects two or more behaviors to monitor over time.

(2) Sometimes: Student sometimes understands all 5 obesity prevention health behaviors and self-selects two or more behaviors to monitor over time.

(1) Consistently: Student consistently understands all 5 obesity prevention health behaviors and self-selects two or more behaviors to monitor over time.
Unit Two: “Am I Fit?” FITNESSGRAM

Unit Summary: Using the FITNESSGRAM, students will assess their current abilities in cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Students will identify areas that they could improve and physical activities that can lead to improvement on the selected physical assessment test. Students will learn the concept pre-test and post-test and identify strategies to improve their individual post-test results.

Essential Questions:
How does participating in physical activity affect you?
How can exercise be used to improve health and fitness?
How can you become an advanced mover?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health related fitness assessments</td>
<td>Muscular Strength</td>
<td>10.4.6.C</td>
</tr>
<tr>
<td></td>
<td>Muscular Endurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body Composition</td>
<td>10.5.6.D</td>
</tr>
<tr>
<td></td>
<td>Cardiovascular fitness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student understands and uses health related fitness assessments (e.g., abdominal strength and endurance, upper body strength and endurance, cardiovascular fitness, lower back flexibility, and body composition) and other data (e.g., heart rate monitors, pedometers, skinfold calipers) to show improvement on two or more self-selected items.

(3) Rarely: Student rarely (or cannot) understands and uses health related fitness assessments and other data to show improvement on two or more self-selected items.

(2) Sometimes: Student sometimes understands and uses health related fitness assessments and other data to show improvement on two or more self-selected items.

(1) Consistently: Student consistently understands and uses all five health related fitness assessments and other data to show improvement on two or more self-selected items.
Grade 6

Unit Three:  Game Time: Specialized Sport Skills

Unit Summary: This unit focuses on more advanced movement skills including dance routines. Students will be able to demonstrate knowledge of more complicated offensive and defensive strategies along with small game situations.

Essential Questions:
How do you use basic movement concepts to create and perform in more advanced movement sequences?
What motor skills can help me become a skillful mover?
How can power and accuracy help me in small game situations?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combining locomotor and</td>
<td>Small sides game situations</td>
<td>10.5.6.A</td>
</tr>
<tr>
<td>manipulative skills</td>
<td>Performs variety of dances</td>
<td>10.5.6.B</td>
</tr>
<tr>
<td>Movement routines</td>
<td>Throwing and catching for accuracy</td>
<td>10.5.6.C</td>
</tr>
<tr>
<td>Skills with power/distance for</td>
<td>Applies strategies for offense</td>
<td>10.5.6.F</td>
</tr>
<tr>
<td>accuracy</td>
<td>and defense</td>
<td></td>
</tr>
<tr>
<td>Offensive and defensive</td>
<td>Demonstrates manipulative skills</td>
<td></td>
</tr>
<tr>
<td>strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport skill rubrics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student combines locomotor and manipulative skills into specialized sport skills (e.g., dribble and passing the ball to a partner while being guarded) and applies these sequences to partner, small-group, and small-sided game situations.

(3) Rarely: Student rarely (or cannot) combines locomotor and manipulative skills and applies these sequences to partner, small-group, and small-sided game situations.
(2) Sometimes: Student combines locomotor and manipulative skills and applies these sequences to partner, small-group, and small-sided game situations.
(1) Consistently: Student consistently combines locomotor and manipulative skills and applies these sequences to partner, small-group, and small-sided game situations.

Student develops, refines, and demonstrates movement routines (e.g., aerobic dance, jump rope, folk dance, line dance) to music.

(3) Rarely: Student rarely (or cannot) develops, refines, and demonstrates movement routines to music.
(2) Sometimes: Student sometimes develops, refines, and demonstrates movement routines to music.
(1) Consistently: Student consistently develops, refines, and demonstrates movement routines to music.

Student performs a variety of skills with power/distance for accuracy (e.g., throwing and catching a ball with accuracy and force while guarded by like-skilled opponent).

(3) Rarely: Student rarely (or cannot) performs a variety of skills (e.g., throwing and catching a ball with accuracy and force while guarded by like-skilled opponent) with power/distance for accuracy.
(2) Sometimes: Student sometimes performs a variety of skills (e.g., throwing and catching a ball with
accuracy and force while guarded by like-skilled opponent) with power/distance for accuracy.

(1) Consistently: Student consistently performs a variety of skills (e.g., throwing and catching a ball with accuracy and force while guarded by like-skilled opponent) with power/distance for accuracy.

Student understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.

(3) Rarely: Student rarely (or cannot) understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.

(2) Sometimes: Student sometimes understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.

(1) Consistently: Student consistently understands and applies basic offensive and defensive strategies in small group cooperative or competitive activities.

Student knows and applies a variety of sport skill rubrics.

(3) Rarely: Student rarely (or cannot) knows and applies a variety of sport skill rubrics. (1) Seldom: Student seldom knows and applies a variety of sport skill rubrics.

(2) Sometimes: Student sometimes knows and applies a variety of sport skill rubrics.

(1) Consistently: Student consistently knows and applies a variety of sport skill rubrics.
Grade 6

Unit Four: Teamwork and Sportsmanship – Cooperation and Competition

Unit Summary: This unit focuses on sportsmanship and understanding both competitive and cooperative play. Students will be able to understand the social and emotional aspects of teamwork and how to keep a positive attitude.

Essential Questions:

What is the meaning of feedback?
How can I appropriately accept and give feedback?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social benefits</td>
<td>Self reflection</td>
<td>10.4.6.F</td>
</tr>
<tr>
<td>Emotional benefits</td>
<td>Works productively</td>
<td></td>
</tr>
<tr>
<td>Physical benefits</td>
<td>Positive attitude</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student demonstrates and identifies the social, emotional and physical benefits of participation in physical activities.

(3) Rarely: Student rarely (or cannot) demonstrates and identifies the social, emotional and physical benefits of participation in physical activities.

(2) Sometimes: Student sometimes demonstrates and identifies the social, emotional and physical benefits of participation in physical activities.

(1) Consistently: Student consistently demonstrates and identifies the social, emotional and physical benefits of participation in physical activities.
Grade 7

Unit One – Fitness For Life: Lifestyle Physical Activity

Unit Summary: This unit focuses on continuing to further participate in MVPA. Students will demonstrate knowledge of more complex concepts such as the principle of overload, and training methods to further improve individual lifetime fitness levels.

Essential Questions:
What is the principle of overload?
What are some training methods that I should know at this level of fitness?
How will these methods help prevent obesity?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate to Vigorous physical activity</td>
<td>&gt;30 minutes of physical activity</td>
<td>10.4.9.A</td>
</tr>
<tr>
<td>Principle of overload</td>
<td>Self-paced aerobic activity</td>
<td>10.4.9.B</td>
</tr>
<tr>
<td>Islandonic caluristic interval, and circuit training</td>
<td>Isotonic, isometric, interval, and circuit training</td>
<td>10.4.9.C</td>
</tr>
<tr>
<td>Training methods</td>
<td>Understand obesity prevention behaviors</td>
<td>10.4.9.D</td>
</tr>
<tr>
<td>Obesity Prevention Behaviors</td>
<td></td>
<td>10.4.9.E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.9.D</td>
</tr>
</tbody>
</table>

Performance Tasks

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 1-2 of the Centers for Disease Control’s (CDC) recommendations for physical activity.

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 1-2 of CDC’s recommendations for physical activity. (1) Seldom: Student seldom participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 1-2 of CDC’s recommendations for physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 1-2 of CDC’s recommendations for physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 1-2 of CDC’s recommendations for physical activity.

Student demonstrates the ability to perform numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(3) Rarely: Student rarely (or cannot) demonstrates the ability to perform numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(2) Sometimes: Student sometimes demonstrates the ability to perform numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate PES levels, target heart rate zone, and monitoring recovery rate.

(1) Consistently: Student consistently demonstrates the ability to perform numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate PES levels, target heart rate zone, and monitoring recovery rate.

Student describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.

(3) Rarely: Student rarely (or cannot) describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.
(2) Sometimes: Student sometimes describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.
(1) Consistently: Student consistently describes and demonstrates a variety of training methods including, but not limited to isotonic, isometric, interval, and circuit methods.

Student understands all five obesity prevention health behaviors and self-selects three or more behaviors to monitor over time.

(3) Rarely: Student rarely or (does not) understands all five obesity prevention health behaviors and self-selects three or more behaviors to monitor over time.
(2) Sometimes: Student sometimes understands all five obesity prevention health behaviors and self-selects three or more behaviors to monitor over time.
(1) Consistently: Student consistently understands all five obesity prevention health behaviors and self-selects three or more behaviors to monitor over time.
Grade 7

Unit Two: “Am I Fit?” FITNESSGRAM, Assessment of Fitness

Unit Summary: Using the FITNESSGRAM, students will assess their current abilities in cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. Students will identify areas that they could improve and physical activities that can lead to improvement on the selected physical assessment test. Students will learn the concept pre-test and post-test and identify strategies to improve their individual post-test results.

Essential Questions:
How does participating in physical activity affect you?
How can exercise be used to improve health and fitness?
How can you become an advanced mover?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health related fitness assessments</td>
<td>Muscular Strength</td>
<td>10.4.9.C</td>
</tr>
<tr>
<td>Analyzing data from sixth grade</td>
<td>Muscular Endurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cardiovascular fitness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks
Student uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on at least three or more self-selected items.

3) Rarely: Student rarely (or does not) uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on three or more self-selected items.

(2) Sometimes: Student sometimes uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on three or more self-selected items.

(1) Consistently: Student consistently uses data from 6th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on three or more self-selected items.
Grade 7

Unit Three: Game Time – Mature Sport Skills

Unit Summary: This unit focuses on all areas of activity such as individual, dual and team. Students will further explore complex dance, sport, and manipulative skills. Students will also further their understanding of offensive and defensive strategies.

Essential Questions:

What sports, dance and manipulative skills will help me in individual, dual, and team activities? What offensive and defensive strategies will I need to know at this point in physical activity?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports skill combinations</td>
<td>Individual, dual, and team activities</td>
<td>10.5.9.A</td>
</tr>
<tr>
<td>Rhythmic activities</td>
<td>Multicultural dances</td>
<td>10.5.9.B</td>
</tr>
<tr>
<td>Manipulative skill transfer</td>
<td>Transfer of throwing mechanics</td>
<td>10.5.9.C</td>
</tr>
<tr>
<td>Offensive and defensive strategies</td>
<td>Proper body position in activity</td>
<td>10.5.9.F</td>
</tr>
</tbody>
</table>

Performance Tasks

Student demonstrates mature sport skill combinations competently with players in modified versions of individual/dual/team activities.

(3) Rarely: Student rarely (or cannot) demonstrates mature sport skill combinations competently with players in modified versions of individual/dual/team activities.

(2) Sometimes: Student sometimes demonstrates mature sport skill combinations competently with players in modified versions of individual/dual/team activities.

(1) Consistently: Student consistently demonstrates mature sport skill combinations competently with players in modified versions of individual/dual/team activities.

Student performs a variety of multicultural dances and/or rhythmic activities competently (e.g., international folk dances, tiniking, jump rope).

(3) Rarely: Student rarely (or cannot) performs a variety of multicultural dances and/or rhythmic activities competently.

(2) Sometimes: Student sometimes performs a variety of multicultural dances and/or rhythmic activities competently.

(1) Consistently: Student consistently performs a variety of multicultural dances and/or rhythmic activities competently.

Student transfers throwing and other manipulative skills from one sport/activity to another (e.g., able to transfer the mechanics of the overhand throw to a tennis serve or volleyball spike).

(3) Rarely: Student rarely (or cannot) transfers throwing and other manipulative skills from one sport/activity to another (e.g., able to transfer the mechanics of the overhand throw to a tennis serve or volleyball spike).

(2) Sometimes: Student sometimes transfers throwing and other manipulative skills from one sport/activity to another (e.g., able to transfer the mechanics of the overhand throw to a tennis serve or volleyball spike).

(1) Consistently: Student consistently transfers throwing and other manipulative skills from one sport/activity to another.

Student uses skill combinations competently with basic offensive and defensive strategies in small group cooperative or competitive activities (e.g., keeps between the player with the ball and the goal).

(3) Rarely: Student rarely (or cannot) uses skill combinations competently with basic offensive and defensive strategies in small group cooperative or competitive activities.
(2) Sometimes: Student sometimes uses skill combinations competently with basic offensive and defensive strategies in small group cooperative or competitive activities.

(1) Consistently: Student consistently uses skill combinations competently with basic offensive and defensive strategies in small group cooperative or competitive activities.
Grade 7

Unit Four: Teamwork and Sportsmanship

Unit Summary: This unit continues to focus on sportsmanship and teamwork. Students will demonstrate respect and encouragement during both cooperative and competitive play.

Essential Questions:
How do I respect and encourage others during activities?
What is fair play?
What strategies can I implement during both cooperative and competitive play?

<table>
<thead>
<tr>
<th>Key Concepts</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
<td>Encourage others</td>
<td>10.4.9.F</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td>Fair play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sportsmanship</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performance Tasks

Student participates in competitive and cooperative activities that require the development of strategies and teamwork.
(3) Rarely: Student rarely (or cannot) participates in competitive and cooperative activities that require the development of strategies and teamwork.
(2) Sometimes: Student sometimes participates in competitive and cooperative activities that require the development of strategies and teamwork.
(1) Consistently: Student consistently participates in competitive and cooperative activities that require the development of strategies and teamwork.

Student demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.
(3) Rarely: Student rarely (or cannot) demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.
(2) Sometimes: Student sometimes demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.
(1) Consistently: Student consistently demonstrates respect for differences, fair play, and sportsmanship in physical activity settings.
**8th Grade Unit 1 - ‘Fitness For Life’**

**Unit Summary:** *Fitness for Life* is a comprehensive program designed to help teens take responsibility for their own activity, fitness, and health and to prepare them to be physically active and healthy throughout their adult lives.

**Essential Questions:**

What activities will promote lifelong physical fitness?
Why is it beneficial to participate in regular moderate to vigorous physical activity?
How can I make my workouts more effective?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>•numerous bouts of MVPA</td>
<td>• &gt;30 minutes/day during and outside of school</td>
<td>10.4.9 A, B, C, D</td>
</tr>
<tr>
<td>•incorporates 2-3 of the CDC’s recommendations for physical activity</td>
<td>• PES levels</td>
<td></td>
</tr>
<tr>
<td>•self-paced aerobic activity</td>
<td>• Target heart rate zone</td>
<td></td>
</tr>
<tr>
<td>•legal, ethical, and physical consequences of steroids</td>
<td>•recovery</td>
<td></td>
</tr>
<tr>
<td>•understanding relationship between obesity prevention behaviors and health related fitness</td>
<td>•negative effects on body</td>
<td></td>
</tr>
<tr>
<td>•four health related fitness results</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Performance Tasks**

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 2-3 of the Centers for Disease Control’s (CDC) recommendations for physical activity.

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 2-3 of CDC’s recommendations for physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity for >30 minutes of time during and outside of school and incorporates 2-3 of CDC’s recommendations for physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 2-3 of CDC’s recommendations for physical activity.

Student demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(3) Rarely: Student rarely (or cannot) demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate Perceived Exertion Scale (PES) levels, target heart rate zone, and monitoring recovery rate.

(2) Sometimes: Student sometimes demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the appropriate PES levels, target heart rate zone, and monitoring recovery rate.

(1) Consistently: Student consistently demonstrates the ability to incorporate CDC recommendations while performing numerous bouts of self-paced aerobic activity during and outside of school by keeping in the
appropriate PES levels, target heart rate zone, and monitoring recovery rate.

8th Grade Unit Two: “Am I Fit?” – FITNESSGRAM, Assessment of Fitness

Unit Summary: FITNESSGRAM is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate.

Essential Questions:

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

How can the choices you make today, influence your future health and happiness?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td>10.5.9.D</td>
</tr>
<tr>
<td>Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.</td>
<td>Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals.</td>
<td>10.4.9.C 10.4.9.D 10.4.9.E</td>
</tr>
</tbody>
</table>

Performance Task

Student uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on four self-selected items.

(3) Rarely: Student rarely (or does not) uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(2) Sometimes: Student sometimes uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(1) Consistently: Student consistently uses data from 7th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.
8th Grade Unit 3- ‘Lifetime Sports’

**Unit Summary:** Students will engage in various locomotor activities to promote physical skill development. They will participate with a partner and with a group to develop social skills. Students will experience a variety of game situations to apply the different locomotor skills they are learning.

**Essential Questions:**

What various practice strategies influence skill development and improvement?

How can my basic movement skills develop into complex movement patterns?

How can different game strategies enhance participation in physical activities?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Movement skills in lifetime sports, individual and dual sports</td>
<td>• lifetime sports, aquatics, tennis</td>
<td>10.10.4.9 E</td>
</tr>
<tr>
<td>• dance steps, positions and patterns to music</td>
<td>• square and folk dances and other world music dance</td>
<td>10.5.9 A, B, C, E, F</td>
</tr>
<tr>
<td>• able to set goals in sports and dance</td>
<td>• accomplish one goal in sports/dance and encourage others to do the same</td>
<td></td>
</tr>
<tr>
<td>• combinations of skills and court/game awareness</td>
<td>• advanced sports skills in lead-up games e.g. Making choices in a basketball</td>
<td></td>
</tr>
<tr>
<td>• assess and improve quality of skills in lifetime sports and dance</td>
<td>• assess and improve offensive and defensive skills</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Task**

**Student monitors and sets goals to improve performance in one lifetime sport or dance activity.**

(3) Rarely: Student rarely (or cannot) monitors and sets goals to improve performance in at least one lifetime sport or dance activity.

(2) Sometimes: Student sometimes monitors and sets goals to improve performance in at least one lifetime sport or dance activity.

(1) Consistently: Student consistently monitors and sets goals to improve performance in at least one lifetime sport or dance activity.

**Student applies combinations of skills with appropriate court/game awareness skills (e.g., rebounding a basketball, looks for an open player, but not finding one, dribbles the ball upcourt;) in lead-up games.**

(3) Rarely: Student rarely (or cannot) applies combinations of skills with appropriate court/game awareness skills in lead-up games.

(2) Sometimes: Student sometimes applies combinations of skills with appropriate court/game awareness skills in lead-up games.

(1) Consistently: Student consistently applies combinations of manipulative skills with appropriate court/game awareness in lead-up games.
8th Grade Unit 4- ‘Safety and Sportsmanship’

Unit Summary: Students will develop the ability to get along with others in a movement environment, make active participation enjoyable for others, enjoy participation on a personal level, and have increased opportunities for social interaction.

Essential Questions:

How can I work with others to accomplish a goal?
How could a group that is struggling work more effectively?
How can physical activity contribute to the development of my social interactions and relationships?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates fair play and acts responsibly in physical activity settings</td>
<td>fair play and acts responsibly and encourages the same of others</td>
<td>10.4.9. D, F</td>
</tr>
<tr>
<td>Self-responsibility for personal safety and the safety of others</td>
<td>understands and demonstrates personal safety and encourages it of others as well</td>
<td></td>
</tr>
</tbody>
</table>

Performance Task

Student demonstrates fair play and acts responsibly in physical activity settings.

(3) Rarely: Student rarely (or cannot) demonstrates fair play and acts responsibly in physical activity settings.

(2) Sometimes: Student sometimes demonstrates fair play and acts responsibly in physical activity settings.

(1) Consistently: Student consistently demonstrates fair play and acts responsibly in physical activity settings.

Student analyzes the role of self-responsibility for personal safety and safety of others during physical activity.

(3) Rarely: Student rarely (or cannot) analyzes the role of self-responsibility for personal safety and safety of others during physical activity.

(2) Sometimes: Student sometimes analyzes the role of self-responsibility for personal safety and safety of others during physical activity.

(1) Consistently: Student consistently analyzes the role of self-responsibility for personal safety and safety of others during physical activity.
Ninth Grade Curriculum

Unit One: “Fitness For Life” – Individual fitness program

Unit Summary: *Fitness for Life* is a comprehensive program designed to help teens take responsibility for their own activity, fitness, and health and to prepare them to be physically active and healthy throughout their adult lives.

**Essential Questions:**

- How can physical activity choices impact my life as an adolescent?
- What principles can be used to improve physical fitness?
- How are your present choices connected to your health throughout your adult life?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill-related fitness components enhance movement performance.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td>10.5.9.D</td>
</tr>
<tr>
<td>A variety of factors impact physical activity preferences during adolescence</td>
<td>Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents</td>
<td>10.4.9.A, 10.4.9.D, 10.4.9.F, 10.5.9.C, 10.5.9.E</td>
</tr>
<tr>
<td>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</td>
<td>Apply scientific principles and practice strategies to improve the quality of fitness program.</td>
<td>10.5.9.D</td>
</tr>
<tr>
<td>Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Tasks**

*Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 3-4 of the Centers for Disease Control’s (CDC) recommendations for physical activity.*

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 3-4 of CDC’s recommendations for physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 3-4 of CDC’s recommendations for physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates 3-4 of CDC’s recommendations for physical activity.
9th Grade Unit Two: “Am I Fit?” – FITNESSGRAM, Assessment of Fitness

Unit Summary: FITNESSGRAM is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate.

Essential Questions:

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

How can the choices you make today, influence your future health and happiness?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td>10.5.9.D</td>
</tr>
<tr>
<td></td>
<td>Evaluate physical activity preferences, responses of body's systems and activities that support life-long fitness and activity goals.</td>
<td>10.4.9.C 10.4.9.D 10.4.9.E</td>
</tr>
</tbody>
</table>

Informed selections of physical activities can lead to the achievement of personal fitness and activity goals.

Performance Tasks

Student uses data from 8th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(3) Rarely: Student rarely (or does not) uses data from 8th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(2) Sometimes: Student sometimes uses data from 8th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(1) Consistently: Student consistently uses data from 8th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.
9th Grade Unit Three: Lifetime Sports

Unit Summary: Students will describe and apply concepts of motor skill development that impact the quality of increasingly complex movement and will identify and apply strategies for skill improvement.

Essential Questions:

How can you improve the quality of complex movements?
How does the application of scientific principles impact complex movements?
What types of strategies would you use to be successful in a complex game situation?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offensive and defensive strategies are used to be successful in complex games and activities.</td>
<td>Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</td>
<td>10.5.9.A, 10.5.9.F</td>
</tr>
<tr>
<td>Motor skill development concepts are used to create complex movements.</td>
<td>Apply scientific principles and practice strategies to improve the quality of complex movements.</td>
<td>10.5.9.C, 10.5.9.E</td>
</tr>
<tr>
<td>Biomechanical principles affect the quality of complex movements.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td>10.5.9.D</td>
</tr>
</tbody>
</table>

Performance Tasks

Student monitors and sets goals to improve performance in two lifetime sport or dance activities.

(3) Rarely: Student rarely (or cannot) monitors and sets goals to improve performance in two lifetime sport or dance activities.

(2) Sometimes: Student sometimes monitors and sets goals to improve performance in two lifetime sport or dance activities.

(1) Consistently: Student consistently monitors and sets goals to improve performance in two lifetime sport or dance activities.

Student explains and demonstrates advanced offensive, defensive, and transition strategies in two lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(3) Rarely: Student rarely (or cannot) explains and demonstrates advanced offensive, defensive, and transition strategies in two lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(2) Seldom: Student seldom explains and demonstrates advanced offensive, defensive, and transition strategies in two lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(1) Consistently: Student consistently explains and demonstrates advanced offensive, defensive, and transition strategies in two lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.
**Ninth Grade Unit Four:** “Lifetime Activities for Me” - Individual Sports

**Unit Summary:** Students will analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

**Essential Questions:**
- How does the application of scientific principles impact complex movements?
- How can you enhance the quality of movement for lifelong participation in physical activity?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training principles identified by specific vocabulary impact the effectiveness of a fitness program.</td>
<td>Apply skill-related fitness components and game strategies when participating in complex games and physical activities.</td>
<td>10.5.9.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.9.F</td>
</tr>
<tr>
<td>A variety of factors impact physical activity preferences during adolescence.</td>
<td>Evaluate physical activity preferences, responses of body’s systems and activities that support life-long fitness and activity goals.</td>
<td>10.4.9.C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4.9.D</td>
</tr>
<tr>
<td>Motor skill improvement through physical activity is impacted by individual choices and differences.</td>
<td>Describe, using appropriate vocabulary, and use training principles to improve physical fitness.</td>
<td>10.5.9.D</td>
</tr>
</tbody>
</table>

**Performance Tasks**

Student combines and applies movement skills to demonstrate proficiency in at least two lifetime sports such as aquatics (where available), individual and dual sports.

(3) Rarely: Student rarely (or cannot) combines and applies movement skills to demonstrate proficiency in at least two lifetime sports such as aquatics (where available), individual and dual sports.

(2) Sometimes: Student sometimes combines and applies movement skills to demonstrate proficiency in at least two lifetime sports such as aquatics (where available), individual and dual sports.

(1) Consistently: Student consistently combines and applies movement skills to demonstrate proficiency in at least two lifetime sports such as aquatics (where available), individual and dual sports.

Student combines and applies square and folk dance steps, positions, and patterns as to create and perform at least two dances or other rhythmic activities to music.

(3) Rarely: Student rarely (or cannot) combines and applies square and folk dance steps, positions, and patterns as to create and perform at least two dances or other rhythmic activities to music.

(2) Sometimes: Student sometimes combines and applies square and folk dance steps, positions, and patterns as to create and perform at least two dances or other rhythmic activities to music.

(1) Consistently: Student consistently combines and applies square and folk dance steps, positions, and patterns as to create and perform at least two dances or other rhythmic activities to music.
Tenth Grade Curriculum

Unit One: Fitness For Life, Individual Fitness Program

Unit Summary: *Fitness for Life* is a comprehensive program designed to help teens take responsibility for their own activity, fitness, and health and to prepare them to be physically active and healthy throughout their adult lives.

Essential Questions:

What knowledge is necessary to create a personal fitness program?

How would you generate a plan to be healthy throughout the entire adult lifespan?

What criteria will you use to determine if your health behaviors are responsible now and in the future?

What health information resources are available to improve the health and well-being of your family, community and world?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A personal fitness program incorporates exercise and training principles.</td>
<td>Create a personal fitness program based on personal data, exercise and training principles and fitness components.</td>
<td>10.4.12.A</td>
</tr>
<tr>
<td>Determining an appropriate physical activity plan will support life-long personal health and fitness goals.</td>
<td>Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime</td>
<td>10.4.12.B</td>
</tr>
</tbody>
</table>

Performance Tasks

Student participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates all four of the Centers for Disease Control’s (CDC) recommendations for physical activity.

(3) Rarely: Student rarely (or cannot) participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates all four of CDC’s recommendations for physical activity.

(2) Sometimes: Student sometimes participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates all four of CDC’s recommendations for physical activity.

(1) Consistently: Student consistently participates in numerous bouts of moderate to vigorous physical activity (MVPA) for >30 minutes of time during and outside of school and incorporates all four of CDC’s recommendations for physical activity.
10th Grade Unit Two: “Am I Fit?” - FITNESSGRAM, Assessment of Fitness

Unit Summary: FITNESSGRAM is a fitness assessment and reporting program for youth, first developed in 1982 by The Cooper Institute in response to the need for a comprehensive set of assessment procedures in physical education programs. The assessment includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students’ overall physical fitness and suggest areas for improvement when appropriate.

Essential Questions:

How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?

What knowledge is necessary to create a personal fitness program?

Why do people choose the physical activities they participate in over a lifetime?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining an appropriate physical activity plan will support life-long personal health and fitness goals.</td>
<td>Create a personal fitness program based on personal data, exercise and training principles and fitness components.</td>
<td>10.4.12.A 10.4.12.B 10.5.12.D</td>
</tr>
</tbody>
</table>

Performance Tasks

Student uses data from 9th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(3) Rarely: Student rarely (or does not) uses data from 9th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(2) Sometimes: Student sometimes uses data from 9th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.

(1) Consistently: Student consistently uses data from 9th grade (e.g., health-related fitness assessment results, heart rate monitors, pedometers, skinfold calipers) to improve on 5 self-selected items.
10th Grade Unit Three: Team Sports

Unit Summary: Students will describe and apply concepts of motor skill development that impact the quality of increasingly complex movement and will identify and apply strategies for skill improvement.

Essential Questions:

How do scientific principles, biomechanical principles and practice strategies influence movement forms?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper application of scientific and biomechanical principles enhances quality of movement.</td>
<td>Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.</td>
<td>10.5.12.A, 10.5.12.B</td>
</tr>
<tr>
<td>There is an interrelationship among practice, motor skill development and physical activity.</td>
<td>Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.</td>
<td>10.5.12.A, 10.5.12.B</td>
</tr>
<tr>
<td>Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.</td>
<td>Analyze movement performance and the application of game strategies for life-long participation in physical activities.</td>
<td>10.5.12.A, 10.5.12.E, 10.5.12.F</td>
</tr>
<tr>
<td>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.</td>
<td>Analyze movement performance and the application of game strategies for life-long participation in physical activities.</td>
<td>10.5.12.A, 10.5.12.E, 10.5.12.F</td>
</tr>
</tbody>
</table>

Performance Tasks

Student monitors and sets goals to improve performance in three lifetime sport or dance activities.

(3) Rarely: Student rarely (or cannot) monitors and sets goals to improve performance in two lifetime sport or dance activities.
(2) Sometimes: Student sometimes monitors and sets goals to improve performance in two lifetime sport or dance activities.
(1) Consistently: Student consistently monitors and sets goals to improve performance in two lifetime sport or dance activities.

Student explains and demonstrates advanced offensive, defensive, and transition strategies in three lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(3) Rarely: Student rarely (or cannot) explains and demonstrates advanced offensive, defensive, and transition strategies in three lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.
(2) **Sometimes:** Student sometimes explains and demonstrates advanced offensive, defensive, and transition strategies in at least two lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(1) **Consistently:** Student consistently explains and demonstrates advanced offensive, defensive, and transition strategies in at least two lifetime sports such as aquatics (where available), rhythm, and individual and dual sports.
Unit Summary: Students will analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Essential Questions:

What knowledge is needed to select an appropriate response in a variety of physical activities?
How can you enhance the quality of movement for lifelong participation in physical activity?
How can participation in physical activity enhance MY life?

<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Competencies</th>
<th>PA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activity preferences of adults are determined by many factors.</td>
<td>Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime.</td>
<td>10.4.12.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4.12.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.12.B</td>
</tr>
<tr>
<td>Appropriate selection of motor skill development concepts improves the quality of movement.</td>
<td>Create a personal fitness program based on personal data, exercise and training principles and fitness components.</td>
<td>10.4.12.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4.12.B</td>
</tr>
<tr>
<td>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.</td>
<td>Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities.</td>
<td>10.4.12.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.4.12.D</td>
</tr>
<tr>
<td>Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.</td>
<td>Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.</td>
<td>10.4.12.E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.12.A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.12.E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.5.12.F</td>
</tr>
</tbody>
</table>

Performance Tasks

10.1 - Combines and applies movement skills to demonstrate proficiency in at least three lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(3) Rarely: Student rarely (or cannot) combines and applies movement skills to demonstrate proficiency in at least three lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(2) Sometimes: Student sometimes combines and applies movement skills to demonstrate proficiency in at least three lifetime sports such as aquatics (where available), rhythms/dance, and individual and dual sports.

(1) Consistently: Student consistently combines and applies movement skills to demonstrate proficiency in at least three lifetime sports such as aquatics, rhythms/dance, and individual and dual sports.